




We are pleased that you will be presenting a continuing education program for pharmacists at your institution! The University of South Carolina College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE®) as a provider of continuing pharmacy education, and we will be accrediting this event. 

In order to meet all ACPE® standards for providing continuing education, we will require some additional information about your presentation. Please submit all materials according to the following timeline.

At least 6 weeks prior to the activity, or as otherwise instructed:

Visit <https://is.gd/speakerform> to submit all required information for accreditation, including:

- Your name, credentials, job title, organization, and contact information
- A copy of your curriculum vitae (preferred), resume, or biography
- Disclosures of financial relationships
- CPE activity date, location, time, length, audience, needs assessment, and overall goal
- CPE activity title and learning objectives (**must be final at the time of submission**)
- Planned design for active learning/learning assessments

At least 10 to 14 days prior to the activity, or as otherwise instructed:

Visit <https://is.gd/educationalmaterials> to submit all educational materials (e.g. slides, handouts), which must:

- Include the originally accredited title and learning objectives
- Include a disclosure slide (if you have no disclosures, this must be stated)
- Incorporate active participation and involvement of the audience
- Include self-assessment questions and answers related to each of the learning objectives
- Avoid bias through the use of generic names and avoidance of manufacturer logos or content from the manufacturer's advertising or website
- Include references/sources for all images and content included in the presentation (*Images found online are NOT automatically in the "public domain", may be subject to copyright, and therefore cannot be used without permission. Please provide the links for all images included within presentations*)

See the "Quick Tips" guide on page 2 for details about these items!

Within this packet, you will find:

- Page 2: *Quick Tips for Developing ACPE® Accredited Programs*
- Pages 3-6: *Guidelines for Presenters: Developing Effective ACPE® Accredited Programs*

Please do not hesitate to contact our office at CE@cop.sc.edu or 803-777-9979 if we can be of assistance in any way.

Sincerely,

A handwritten signature in cursive script that reads "Caitlin Mardis".

Caitlin Mardis, PharmD, BCPS

Director of Continuing Education & Professional Development

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Quick Tips for Developing ACPE® Accredited Programs

University of South Carolina College of Pharmacy

Developing Learning Objectives

1. Prepare at least one learning objective for each 15-20 minutes of instruction.
2. A learning objective describes what you *want the learner to be able to do as a result* of participating in your educational program – this is not a program outline!
3. Learning objectives must be specific for the competencies and/or scopes of the pharmacist or pharmacy technician. *In general, the same learning objectives will not be appropriate for both pharmacists and technicians.*
4. The behavior that will be accepted as evidence the learner has achieved the objective must be measurable and observable (based on Bloom’s taxonomy).
Examples of measurable learning objective verbs: describe, discuss, explain, recommend, develop (*see below*)
Examples of learning objective verbs that are not measurable (not acceptable as learning objective verbs):
 understand, know, learn, grasp significance of, become familiar with, appreciate, comprehend

Developing Active Learning Exercises

1. Presentations must include active participation and involvement of the learner.
2. Active learning exercises should occur throughout the presentation, linking back to each of the learning objectives.
3. Examples of how to incorporate interactivity: *audience polling* (ex. pre-assessment of their understanding or opinion of a topic prior to presentation of the educational content), *an interactive case study* (ex. ask for opinions or suggestions at critical decision points), and through *self assessment questions and answers* (see next section).

Developing Self Assessment Questions and Answers

1. Self assessment questions should link directly to learning objectives and active learning exercises (ideally, there will be one self-assessment question for each learning objective).
2. Self assessment questions can be informal (involving *participant discussions*) or more formal (such as *quiz questions*).
3. Questions can assess *recall of facts* (for knowledge-based activities), *application of principles learned* (for application-based activities), or *more formative/summative assessments* (for practice-based activities).
4. Feedback to the learner on the **correct answers** to the learning assessment questions **or correct evaluation** of the case presentation **must be provided**. When responses are incorrect, it is important to explain the rationale for the correct response. Please provide these in the “notes” section of your slides if they are not contained in the presentation content.

Type of Activity	Minimum Contact Hours	Learning Objective Verbs	Active Learning Exercises	Learning Assessment Tools
Knowledge-Based Activity	0.25 hours	Define, label, list, match, name, recall, record, repeat, select, state, classify, describe, discuss, explain, express, identify, locate, outline, recognize, report, restate, review, summarize	Questions, recall of facts	Post-test, evaluations
Application-Based Activity	1 hour	Apply, demonstrate, employ, illustrate, operate, produce, schedule, show, solve, use, analyze, calculate, compare, contrast, differentiate, discriminate, distinguish, examine, interpret, investigate, research, test	Case studies, group discussions, practice	Pre and post-test and/or evaluations
Certificate Program/ Practice-Based Activity	15 hours	Appraise, argue, assess, conclude, criticize, decide, defend, evaluate, justify, predict, rate, recommend, support, value, assemble, compose, construct, create, design, develop, formulate, generate, invent, manage, organize, plan, propose, revise, set up	Formative and summative assessments	Project, post test, Evaluation

Avoiding Perception of Bias

1. Educational materials that are part of a CPE activity such as slides, abstracts and handouts **cannot contain any advertising, corporate logo, trade name or a product-group message** of an ACPE-defined commercial interest (defined as any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients – not providers of clinical services)
2. **Generic names must be used** during the presentation. If brand names are used in addition to the generic names, all available product names should be identified to avoid perceived bias, and product names from multiple companies must be included as opposed to a single commercial interest.

Guidelines for Presenters: Developing Effective ACPE® Accredited Programs

University of South Carolina College of Pharmacy



The University of South Carolina College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE®) as a provider of continuing pharmacy education. It is our goal and responsibility to provide pharmacy practitioners with high quality and meaningful educational programming to maintain and enhance competency. Continuing pharmacy education should promote problem solving and critical thinking and be applicable to the practice of pharmacy.

As a presenter involved with the continuing pharmacy education program you are instrumental in the success of the program. We offer this guidance in hopes of helping you prepare material for your presentation.

Topics

- The topic and presentation must be pertinent to your target audience and applicable to the contemporary practice of pharmacy or medicine.
- Our office can assist you in determining the participants' educational interests and knowledge levels and can provide you with a recent needs assessment upon request.

Topics for CPE activities for pharmacy and pharmacy technicians are designated as:

- 01: *Disease State Management/Drug Therapy* - activities that address drugs, drug therapy, and/or disease states.
- 02: *AIDS Therapy* - activities that address therapeutic, legal, social, ethical, or psychological issues related to the understanding and treatment of patients with HIV/AIDS.
- 03: *Law Related to Pharmacy Practice* - activities that address federal, state, or local laws and/or regulations affecting the practice of pharmacy.
- 04: *General Pharmacy* - activities that address topics relevant to the practice of pharmacy other than those included in the classifications of drug/disease therapy related, HIV/AIDS therapy related, and law.
- 05: *Patient Safety* - activities that address topics relevant to the prevention of healthcare errors and the elimination or mitigation of patient injury caused by healthcare errors.
- 06: *Immunizations* - activities related to the provision of immunizations, i.e., recommend immunization schedules, administration procedures, proper storage and disposal, and record keeping. This also includes review for appropriateness or contraindication and identifying and reporting adverse drug events and providing necessary first aid.
- 07: *Compounding* - activities related to sterile, nonsterile, and hazardous drug compounding for humans and animals. This includes best practices and USP quality assurance standards, environmental testing and control, record keeping, error detection and reporting, and continuous quality improvement processes.
- 08: *Pain Management* - activities that address any component regarding the treatment and management of pain, including the prescribing, distribution and use of opioid medications, and/or the risks, symptoms, and treatment of opioid misuse/addiction.

Content

- The content and format of CPE activities are intended to support the continuing development of pharmacists and/or pharmacy technician to maintain and enhance their competence.
- Topics must be relevant to the practice of pharmacy.
- Program content must be based on “Evidence-Based” principles. Evidence-Based content is defined as the use of conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual patient (Center for Evidence-Based Medicine).

Goals and Learning Objectives

- Each CPE program should have clearly defined goals and learning objectives.
- The learning objectives should describe what the pharmacists and/or pharmacy technician can expect to know or do after completion of the activity. Objectives should be written from the participant's point of view (not the speaker's).
- The objectives should be measurable so that at the end of the presentation, the participant should be able to determine whether the objectives were accomplished.
- Learning objectives must be specific for the competencies and/or scopes of the pharmacist or pharmacy technician. In general, the same learning objectives will not be appropriate for both pharmacists and technicians.
- Participants will be surveyed during the evaluation as to whether the goals and objectives were met.
- Our office can assist you in developing CE activity content appropriate for the target audience.

Supportive and Supplemental Instructional Materials

- You are highly encouraged to provide handouts to the participants. Handouts, outlines, charts, background material and selected bibliographies are useful adjuncts to the program. These give the participants a guide to follow during the presentation as well as resource material to utilize after the program.
- Supplemental reading lists and references are useful additions to any presentation.
- You may want to print your slides as part of your handout. Handouts are also often posted on web-based systems, if you prefer to distribute them in this manner.
- You **must** provide a copy of your slides, as well as any handouts, to the CE Director at least 10 days prior to presentation date. The slides will be reviewed to ensure that they meet ACPE guidelines.

Contact Hours

- Our office will assign appropriate educational credit based on the content and activity learning objectives, the specific goals of the activity, and the activity type.
- The credit hours for live presentations will be assigned based on the actual length of the planned activity.
- Credit for home-study video presentations will be based on the length of the program plus an estimate of time for posttest or learning assessment.
- Any questions regarding the appropriate length of the presentation should be directed to our office.

Non-commercialism

- All continuing pharmacy education programs should provide for an in-depth presentation with fair and full disclosure and equitable balance.
- Generic names must be used during this presentation. If brand names are used in addition to the generic names, all available product names should be identified to avoid perceived bias, and product names from multiple companies must be included as opposed to a single commercial interest.
- Educational materials that are part of a CPE activity such as slides, abstracts and handouts cannot contain any advertising, corporate logo, trade name or a product-group message of an ACPE-defined commercial interest.
- A commercial interest is defined as any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. Providers of clinical service directly to patients are not 'commercial interests.'

Disclosure of Conflict of Interest

- You will find enclosed our *Speaker Disclosure Form*. You should disclose any relevant financial relationship(s)* including the name of the commercial interest(s) and the nature of the relationship with the commercial interest. Failure or refusal to disclose or return the disclosure form will preclude you from being a speaker for an accredited program.

* *A relevant financial relationship is defined as any financial relationships, in any amount occurring in the 12 month period preceding the individual is being asked to assume a role controlling content of the CPE Activity.*

- Financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (e.g. stocks, stock options or other ownership interest excluding diversified mutual funds), or other financial benefit. Financial benefits are usually associated with roles such as employment, management position, independent contractor (including contracted research), consulting, speaking and teaching, membership on advisory committees or review panels, board membership, and other activities from which remuneration is received or expected.
- Relevant financial relationships of the speaker must be relayed to the participants prior to the educational event.
- If a conflict of interest is identified, the conflict of interest must be resolved prior to the presentation. The Director of CE will work with you in an attempt to resolve any perceived conflict of interest.

Audio-Visual Aids

- The format of CPE presentations differs depending on the topic and activity type; however, most presentations are enhanced by the use of slides and/or video presentations.
- Animation and sound can be effective tools to draw attention to key presentation elements but should be judicious.
- As with all presentations, ensure the slide background, font color and font size permit easy viewing in large presentation rooms.
- If you have specific software and presentation needs, please be sure that these requirements are coordinated in advance to assure a smooth presentation delivery.

Slide Requirements

Your slides should be arranged in this order:

- *Slide One:* Program title/Speaker's name and credentials
- *Slide Two or Three:* Learning objectives
- *Slide Two or Three:* Disclosure statement. If you have nothing to disclose, please state this on the slide.
- *Slide Four—end:* Program content

Active Learning

- It is mandatory that every accredited program contain interactivity (active learning) between the speaker and the participants.
- It is recommended that this interactivity occur early and often in the presentation so as to encourage audience participation throughout the talk.
- It is important to remember that learning is NOT a spectator sport. Participants do not learn much just by sitting and listening to lectures. They must talk about what they are learning, relate it to past experiences, and apply it to their daily practice.
- Suggestions for ways to incorporate interactivity into your activity include:
 - *Pre-test:* This can provide you with vital information about the participants' understanding of the topic.

- *Self-assessment*: Ask the audience question(s) about their present situation.
- *Polling*: Allows you to find out participant's present situation.
- *Quiz/Test*: This can be done at beginning, end, or within a presentation
- *Interactive case study*: Presenting a case and then asking for suggestions at critical decision points works well with some subjects
- *Others*: Demonstration, Practice Exercise, Discussion/Peer Sharing

Learning Assessment

- Incorporation of learning assessments is required for CPE credit. The speaker is responsible for assessing the learning of the participants.
- This can be formal or informal. Informal techniques typically involve participant discussions. Formal techniques can include tests and quizzes.
- The learning assessments should relate back to the specific learning objectives and to the activity type:
 - *Knowledge-based activity*: Must include assessment questions structured to determine a recall of facts
 - *Application-based activity*: Must include case studies structured to address application of principles learned
 - *Practice based activity*: Must include formative and summative assessments that demonstrate that the participant achieved the stated objectives
- Examples of how learning assessments might be employed:
 - *Interactive Verbal Post-Test (correct any misunderstandings and reinforce any "take home" messages)*
 - *Interactive case study followed by a discussion*
 - *Post-Test (written) with discussion of answers*
 - *A game (Jeopardy-like) that allows participants to participate and discuss key points of the presentation*
 - *Any other method that will encourage measurement of knowledge gained and correction of erroneous information*
- Feedback to the learner is also a critical component of the education. This can be accomplished by discussion of correct answers to the learning assessment questions or correct evaluation of case presentation. When responses are incorrect, it is important to explain the rationale for the correct response.

Evaluation

- Our office will survey the participants via an evaluation tool after the program is complete. The following issues will be addressed, in addition to other items:
 - Were the learning objectives adequately covered?
 - Quality of the instructor and learning materials
 - Effectiveness of learning activities (case-studies, problem-solving activities, games)
 - Was learning effectively assessed by the speaker?
 - Program or speaker bias, fair balance of material presented
- We will send you the evaluation recap approximately 30 days after the presentation date. This feedback is intended to help you become a more effective speaker.

**For any questions or clarification, please contact our office
at CE@cop.sc.edu or by phone at 803-777-9979.**